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The Children's Division of the Little Sunday School

BY

MAUD JUNKIN BALDWIN

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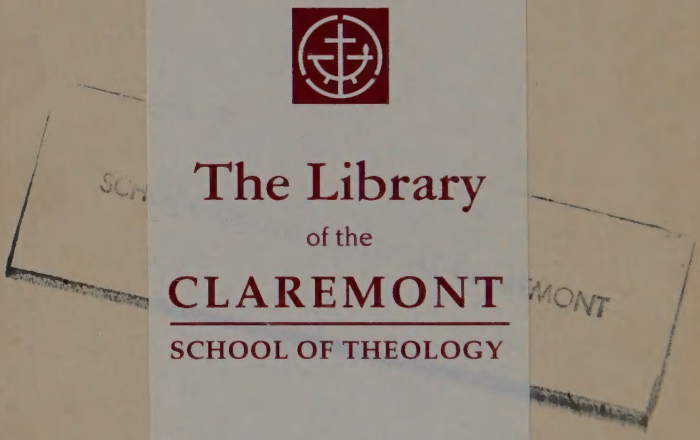

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The Children's Division of the Little Sunday School

BY

MAUD JUNKIN BALDWIN

SUPERINTENDENT CHILDREN'S DIVISION
INTERNATIONAL SUNDAY SCHOOL ASSOCIATION, CHICAGO

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Foreword

Hundreds of thousands of children are receiving their first impressions of the Church's attitude toward them and their Christian education in a little one-room building. They are born in the little towns and villages, out on the farms and ranches and plantations, high up in the mountains, far back in the woods, in all sorts of remote, out-of-the-way places. But they all come with certain wonderful birthday gifts—the gifts of their bodies, their minds, and their immortal spirits. And they all come helpless, dependent, full of possibilities, good and evil, with the power to grow and develop in the right direction or the wrong direction, all depending upon the educational and cultural atmosphere which they breathe, the formal teaching and habit-training which they receive, and the opportunity afforded them to translate the truths taught them into their daily living. They come with exactly the same physical, mental, and spiritual characteristics, possibilities, and limitations, as the children born in more thickly populated sections.

There is not the slightest reason for providing any different sort of fundamental religious training for these children than for city children. Their spiritual needs are the same, and the adults in the community in which they live should make constant, ever-increasing effort to meet these needs, even though the handicaps with respect to equipment and leadership seem quite serious. It is not fair to the children to say, "You cannot receive the right spiritual training because you live in a sparsely settled section and must

attend a little Sunday school." It is not right in the sight of God to say, "It is all we had, it is good enough for our children." It is not good enough for the children of to-day now that something better is possible. No matter where they are born and must live, through no choice of their own, they must be prepared not only to carry on the work initiated by this generation but also to enlarge it. Parents and teachers of children in such communities must apply themselves faithfully to the task of increasing the efficiency of the little one-room Sunday school for the influence of such a Sunday school will prove to be a mighty factor in the development of the Christian character in the children who attend it.

Since at this time there is little literature on the subject of the little or one-room Sunday school, this book has been prepared for the purpose of aiding those who must work with children (from the time they are born until they are eleven or twelve years of age) under such conditions. It is the hope and prayer of the writer that the suggestions made may be found so reasonable and so definite as to enable many workers in these little Sunday schools to take one by one the forward steps necessary to provide for thousands of children their rightful Christian education—the kind that will lead them to know Jesus as their Helper, Friend, and Saviour, and guide them in the expression of their faith by loving service at home, at school, at play, and at church

Maud Junkin Baldwin.

CHAPTER I

The Children Themselves

If the workers in a little Sunday school really desire to meet the spiritual needs of the children who attend the school, the first thing they must do is to become acquainted with these particular needs. In order to do this it will be found necessary to make at least a brief study of the way in which child nature develops and the way in which it should be nurtured. For this reason the following paragraphs, outlining the general characteristics, limitations, interests, and needs of the children at progressive stages of their development from the time they are born until they are twelve years of age, have been prepared.

Cradle Roll Babies

These are the babies of the Church and the community. They are enrolled at any time from the day they are born until they are three years old. The purpose for which the Cradle Roll Department is organized is to show that the Church recognizes the importance of early religious nurture and desires to assist all fathers and mothers in providing Christian nurture and training for their babies and little children; and to open the way for babies and little children to come into personal touch with the Church, through the Sunday school, at a very early period of their lives.

All normal babies come into the world with three wonderful birthday gifts—bodies, minds, souls. But

the kinds of bodies they have, the powers of mind they have, and the types of spiritual tendencies they have, upon their arrival in the great wide world, depend upon their heritage direct and far down the preceding centuries. The development of these marvelous gifts will depend upon the nurture, teaching, and training which they receive in their homes and the other institutions which have a part in their education, such as the public school and the Church.

The nurture supplied the first three years is vital to all the future. Newborn babes are ignorant of everything—even themselves. They cry when hungry or in pain; they sleep eighteen or twenty hours out of the twenty-four. Soon they learn to feel their mother's love and care. Later on they discover mouths and fingers and toes. They learn to creep and walk; they taste and handle everything; they laugh and cry and play all the day long. They enjoy sensations of all sorts. What scenes shall they see in the home? What pictures shall they look upon? What tones of voice, what words, what tunes, shall they hear? What religious impressions shall they have opportunity to absorb? What habits shall they form as they imitate the deeds of those with whom they live? All these things depend upon the home environment. Well may the Church call the attention of fathers and mothers to the great needs of these, the littlest ones, through the Cradle Roll Department.

Beginners

Every Sunday school has as a part of its membership a group of little children four or five years of age. These little ones are called "Beginners" because they are beginning to attend regularly the Sunday-school sessions and there receive that part of their religious education which is provided for them by the Church.

These children differ greatly from those of the next older group who are six, seven, and eight years of age and who are known as the Primary children. The Beginners lack the knowledge, the experience, the self-control, the power of giving attention, and the ability to assume responsibility which the older children have gained by attending day school and the Sunday school. Notwithstanding these limitations, however, a close study of the lives of these little people reveals the fact that they have wonderful physical, mental, and spiritual possibilities which may be developed to a certain degree by the time they are six years of age if they receive the proper, normal training. Let us note the following:

The Beginners have a great hunger for new sensations. They want to see, hear, touch, taste, and smell everything with which they come into contact. These new sensations lead them to ask questions about the things seen, heard, touched, smelled, and tasted. Here is the teacher's or parent's opportunity to introduce the Beginners to God as the Creator and Giver of all good things and to Jesus, his Son, the Friend and Helper of little children, the One who loves, protects, and cares for them.

They are very sensitive to their surroundings, and feelings of love, trust, and reverence are easily aroused by the right environment and by a teacher whose personality shows that she loves, worships, and serves Christ. They are imaginative, and imitative, and will readily learn to express properly their love, trust, and reverence in song and prayer if right ideals of conduct are set before them. They are highly appreciative of words of approval from those they love, and praise justly given will lead them to behave rightly in all sorts of circumstances if the behavior required of them is normal for such young children and if they understand what is desired of them. They are open to

suggestion and may be led to perform graciously little deeds of helpfulness to others.

The memory powers are weak, compared to what they will be later, but if Scripture verses and songs are intelligible to them and are repeated over and over in their presence, they will be able to recall the exact words within a short time.

If properly taught, the conduct of these children will show: Love, trust, and reverence for God; association of the heavenly Father with daily life: right behavior; love for God through prayer, praise, and effort to please him; love for others through acts of helpfulness.

Primary Children

The pupils of our Sunday schools known as Primary children are those six, seven, and eight years of age.

The chief characteristics of the average Primary child are as follows: The body is very active, for every muscle craves the exercise which will help it to grow in size and develop in power. The brain, too, is growing and developing new powers; school life introduces the child to a new and wider environment, creates new interests, brings larger experience, develops a new vocabulary, and increases his knowledge.

The desire for knowledge shows itself in the way the child seeks in numerous activities new experiences for the senses of sight, touch, taste, smell, and hearing; in the countless questions he asks; in his insatiable hunger for stories; in his enjoyment of pictures which silently either tell him a story or give him a series of new facts.

The imaginative powers of the Primary child enable him to make a part of his life the actions which he sees and of which he hears, if they come within the realm of his interest and experience. The memory

powers are developing rapidly but have not yet reached their full strength. If he has come into contact with right ideals of conduct, he now readily recognizes the difference between right and wrong, and has developed an increased power to choose the right, though he will need the constant help furnished by proper examples of right living. The habits of obedience and self-control may be and should be encouraged and strengthened at this time.

The Primary child has the power to love and trust God the Father and Jesus Christ the Saviour; to show love and reverence for God's Book, God's day, and God's house; and to recognize the heavenly Father in his daily life. He also has the power to show his love for God through acts of obedience and worship, and by deeds of helpfulness in his home, at school, and at play.

Junior Boys and Girls

The children in our Sunday schools who are nine to eleven, or nine to twelve years old (according to the scheme of grading adopted; see page 21), are called Juniors.

The life of a Junior is unique. It differs greatly from that of the Primary child and is just as distinct from that of the early adolescent. For this reason it is necessary for those who desire to help the Junior develop Christian character to make a study of his physical, mental, religious, and social characters, possibilities, and limitations.

Note the following brief statement of the chief characteristics of the Junior:

1. The physical life of the normal Junior is characterized by good health, slow growth, and boundless energy which leads him to be always ready to "do things."

2. The sense of coming manhood and womanhood stirs the soul to self-assertion and leads to independent thought.

3. At this age most children read fairly well and display almost as great a passion for reading as for play.

4. There are signs of the beginning of the hero-worshiping period of life. The Juniors adore the men and women who have done the things they long to do. Physical strength, skill, and courage are first idealized but later intellectual ability and spiritual powers are recognized.

5. This is one of the chief habit-forming periods, and the child should be encouraged to form the following habits: Choosing the right; reading the Bible and praying daily; attending Sunday school and church regularly; giving to the local church and to its missionary enterprises; rendering service to others in the spirit of helpfulness which the Lord Jesus displayed; total abstinence from use of tobacco, liquor, and harmful drugs; playing fairly in all games.

6. This is called the "golden memory period," a time to store away facts which will later on enable them to "appropriate and assimilate such truths as will enable them to attain to the highest Christian character."

7. The geographical and historical senses have their birth at this time.

8. This is the collecting age—girls and boys make collections of all sorts of things.

9. The reasoning powers are weak at the beginning of the Junior period, but the child's comparison of his rapidly increasing stock of facts develops the power to think and to judge.

10. A high sense of honor has been noted. The Junior's ideas of loyalty and justice are worth con-

sidering, and the person who respects them has opened to him the soul of the child.

11. There is a real regard for the authority of one who has the right to rule.

12. The social instinct begins to ripen at the close of the period and a marked desire for the companionship of others of their own age and of sympathetic adults is noted.

In fact it is entirely possible for a well-taught, well-trained Junior to show by his conduct, love, and loyalty to God the Creator and Father, and to Jesus Christ as daily Companion, Guide, and King; acceptance and public confession of Jesus Christ as his Saviour; reverence, love, praise, and thanksgiving through worship; right choices and decisions in increasing numbers; acts in accord with ideals of moral heroism; habits of church attendance, daily Bible study, daily prayer, and systematic, intelligent giving; growth in a life of service to others; an unselfish and coöperative spirit in social relations.

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The Child and His Religion—Dawson.
The Training of Children in Religion—Hodges.
How to Teach Religion—Betts.
Religious Education in the Family—Cope.

CHAPTER II

Organizing the Children's Groups or Departments

The number of groups or departments will depend upon the number of children and the number of available teachers. The right way would be to have a Cradle Roll Group or Department for the babies until they are three years of age; a Beginners Group or Department for the little ones four and five years of age; a Primary Group or Department for the children six, seven, and eight years of age; and a Junior Group or Department for the boys and girls nine, ten, eleven, and, perhaps, twelve years of age. But this is a little Sunday school, where at the present time, all pupils meet in one room. The number of pupils under twelve years of age may be from ten to forty; the number of persons who will teach them may be from one to ten. Such a school may, and it may not, be able to have these four groups. Try this procedure and do the best possible thing:

FIRST

(a) Make a list of all the children who attend the school; then a list of all who ought to come but do not come at present; state approximate ages on this list.

(b) Make a list of all the persons who do teach and those who could teach if they could be persuaded to do so.

SECOND

If possible persuade four people to assume the following tasks, and four others to act as substitutes when necessary:

(a) Look after the Cradle Roll babies.

(b) Teach the Beginners.

(c) Teach the Primary children.

(d) Teach the Junior boys and girls.

Cradle Roll Class of a One Room Sunday School

THIRD

If only three persons will assume such responsibility, group the children in this way:

(a) Cradle Roll babies (who attend Sunday school) and Beginners.
(b) Primary children.
(c) Junior boys and girls.

Or in this way:

(a) Cradle Roll babies (who attend Sunday school).
(b) Beginners and Primary children.
(c) Junior boys and girls.

FOURTH

If only two persons will teach the children, arrange the groups as follows:

(a) Cradle Roll babies (who attend Sunday school), Beginners, and Primary children.
(b) Junior boys and girls.

FIFTH

If only one person can be found in the whole community who is willing to teach children, place the Cradle Roll babies, Beginners, and Primary children in her group. Let the Junior boys and girls be placed with the next older group.

CRADLE ROLL GROUP OR DEPARTMENT

There are three essentials in organizing a Cradle Roll: A Sunday school; a good woman in that Sunday school who loves Christ and who loves babies; and a baby or babies in the community whose parents, whether they be Christian or not, ought to have the coöperation of that particular Sunday school in providing nurture for the spiritual natures of their children.

The first step in organizing is to appoint or elect the Cradle Roll superintendent. The appointment or election may be made by the governing board of the church, the teachers' association, the pastor, or the superintendent of the school.

The second step is to acquaint the Cradle Roll superintendent with her duties. It would be well to place in her hands the Cradle Roll literature issued by a de-

nominational or other Sunday-school publishing house and furnish her the money to purchase copies of good Cradle Roll books.

The third step is to assist the Cradle Roll superintendent in securing the members of the department. The ages of the members are from birth to three years. The members of the Cradle Roll Department may be secured from the following groups: All babies of members of the church; all baby brothers and sisters of the members of the Sunday school; all babies of parents (in the community) who have no Church affiliation; all babies of strangers moving into the neighborhood who show no preference for any other church. The following assistance should be rendered to the Cradle Roll superintendent in securing members for her department:

(a) The pastor should announce the organization of the department, its purpose, the name and address of the superintendent. He should also request the parents of babies to coöperate by writing the names, ages, and addresses of their children on cards distributed for the purpose. It would be well if the pastor should also request those present to report the names and addresses of babies of whom they know but whose parents are not connected with any church.

(b) The superintendent of the Sunday school should make a similar announcement in the Sunday school, asking parents, brothers, sisters, and other relatives, to supply the needed information on cards supplied for this purpose. Here, too, may be secured the names and addresses of babies whose parents do not attend church.

The fourth step is to arrange for a regular annual promotion of all the babies who have come to be four years old during the preceding year.

The Cradle Roll superintendent's duties are as follows:

1. To purchase (with money furnished by the Sunday school) the necessary equipment for properly promoting the work. (See Chapter III.)

2. To visit the parents of the babies whose names have been received in order to explain the purpose of the Cradle Roll and to persuade them to enroll the babies in the department.

3. To keep accurate records in order to make correct reports of the work of the department.

4. To help the Beginners and Primary teachers to plan for brief Cradle Roll recognition services.

5. To show the permanent interest of the church in the children by monthly or quarterly visits to the homes; by special visits at times of illness or other need; by sending birthday cards to the children; and by inviting the parents to attend the Sunday school and church meetings also any special religious or social meetings.

6. To plan for recognition of the Cradle Roll babies on such special occasions as Christmas, Easter, Children's Day, and Rally or Promotion Day.

7. To teach or provide a teacher for the Cradle Roll Class in the Beginners Department. The members of this class are those children whose names are on the Cradle Roll, but who attend the regular sessions of the school before they are four years old. (See Chapter V.)

8. To plan for parents' and mothers' meetings in order to discuss the best ways to help the baby grow physically and develop mentally and spiritually. At such meetings the Cradle Roll superintendent should suggest to parents appropriate songs, games, stories, prayers, and simple lessons. (See Chapter VII.)

9. To purchase (at Sunday-school's expense) and use a Parents' Circulating Library in which would be such books as the following:

Beckonings from Little Hands—DuBois.
A Study of Child Nature—Harrison.
Love and Law in Child Training—Poulsson.
Object Lessons for the Cradle Roll—Danielson.
The Care and Feeding of Children—Holt.
Finger Plays—Poulsson.
Stories to Tell the Littlest Ones—Bryant.
The Children's Year (songs)—Conant.
Play Life in the First Eight Years—Palmer.
Health—Care of the Baby—Fischer.
Little Animal Stories—Danielson.
Songs for Little People—Danielson and Conant.
The Dawn of Religion in the Mind of the Child—Mumford.

10. To secure additional helpers or assistants as the work develops.

Beginners Group or Department

In order that these little children may have their spiritual needs met, it is necessary that they meet in a group or class or department reserved for four-and five-year-old children. If children three years of age and under attend, they may be separated from the others and placed in a class known as the Cradle Roll Class. (See Chapter V for special lessons for these very littlest ones.)

The organization and officers needed will depend upon the number of Beginners. One small group, fewer than ten, needs only one teacher, called the superintendent. In a department of medium size, fifteen to twenty-five, a superintendent and one or two helpers will be needed.

To the superintendent or teacher belongs the oversight of all details. She conducts the general opening and closing services and the informal circle talk, and teaches the lesson. She plans the equipment and de-

cides upon the necessary supplies. She visits the parents of the children. She arranges special day programs. She reports the development of the department to the pastor, superintendent, or teachers' association.

Another of her duties is to secure and train helpers. Attractive young mothers and girls in the older "teens" make good helpers, if they love children, and prepare for their work. They greet early comers, assist in removing wraps, look after the temperature and ventilation, welcome and seat visitors, attend the door, answer questions, and guard against interruptions; they discourage aimless talking, wandering about, tipping chairs, and the like. They encourage the children by singing, rising, marching, and taking part heartily; help children to find their offerings in pockets, gloves, and handkerchiefs; supervise handwork, and assist in every way.

There should be a regular annual promotion day when all Beginners six years, or nearly six years, old should be promoted to the Primary Department. No definite memory work is required. The promotion service may include the recitation of such Scripture verses and songs as the children have learned because of their recurrence in the lessons and in the Beginners program. A promotion certificate may be given to each child. The Beginners superintendent or teacher remains in the Beginners Department, while the children pass on to Primary teachers.

Primary Group or Department

The Primary children must be separated from the other pupils if their spiritual needs are to be met. In a very small school all the pupils six, seven, and eight years of age may be placed in one class. In a larger school, if it is possible, arrangements should be

made for a superintendent, officers, class teachers, and class groups, of about six children each. The class groups would be as follows:

1. Children approximately six years of age in first-year class or grade.
2. Children approximately seven years of age in second-year class or grade.
3. Children approximately eight years of age in third-year class or grade.

The usual officers are: Superintendent and assistant, secretary-treasurer, pianist, and class teachers.

The superintendent conducts the program, planning the general opening and closing services. She supervises the work of the department and leads the conferences with her helpers. She should be familiar with the work of all the grades, and may substitute in different grades or may regularly teach one grade in a small school.

The assistant superintendent will substitute for the superintendent in cases of absence; she may also classify new pupils; welcome visitors; find substitute teachers; teach new songs or conduct special missionary, temperance, or patriotic services.

The secretary-treasurer keeps a complete enrollment of names and addresses; also the age and birthday of each child; accurate records of attendance and offerings, reporting receipts and expenditures as desired.

If the Primary children meet in a screened-off corner, no pianist is needed. All songs will be sung in very low tones and without musical accompaniment.

The class teachers should attend the Sunday school on time, all the time; prepare all lessons carefully and prayerfully; visit pupils in their homes; support all the superintendent's plans; take special training for their work.

If the number of persons available for service in the group is small, let each of the class teachers act as an officer, also; for example, the teacher of the class of six-year-olds might act as superintendent; the teacher of the class of seven-year-olds might act as the secretary-treasurer; and so on. There must be a regular annual promotion of all the children approximately nine years of age if the department is to be kept organized and graded properly.

Junior Group or Department

If the needs of the Juniors are to be met, they also must meet in a group by themselves. The organization of this group will depend upon the number of pupils, the number of available teachers, and the kind of place in which the group must meet. Wherever possible, it has been found wise to elect a superintendent, other necessary officers, and class teachers, not more than eight girls or boys being assigned to one class. It has also been found wise to arrange the class groups as follows:

1. Pupils approximately nine years of age in first-year grade or class.
2. Pupils approximately ten years of age in second-year grade or class.
3. Pupils approximately eleven years of age in third-year grade or class.
4. Pupils approximately twelve years of age in fourth-year grade or class.

Group boys and girls in separate classes whenever there are two or more classes in a grade.

Some small Sunday schools find it wiser to group the twelve-year-old children with the younger teen-age girls and boys. When this is done, there are just three grades in the Junior group, the nine-year-olds, the ten-year-olds, and the eleven-year-olds.

Even when this Junior group must meet with all the older pupils for opening and closing services, it is wise to have Junior Department officers. It creates departmental spirit and develops the work in a way not otherwise possible. If there is only one person available for service in the group, let that person assume the duties of both superintendent and teacher, placing all these girls and boys in one group. If three persons can be found, and the number of pupils warrants three classes of Juniors, let each teacher also act as one of the officers.

The duties of the officers of the Junior Group or Department are as follows:

The duties of the superintendent are: To see that the department is properly organized and equipped; to plan for the right kind of program; to plan a way to secure home coöperation; to arrange and hold monthly meetings of the pupils and teachers; to attend meetings and read books which will develop her for larger service in this department, and, above all else, to live a Christlike life.

The duties of the assistant superintendent are: To do the work of the superintendent during any time of absence; to assist the superintendent in every possible way. This assistance may be rendered by: (a) classifying new pupils; (b) welcoming and seating visitors; (c) finding substitute teachers; (d) teaching the new songs, (e) taking charge of the special missionary or temperance programs.

The duties of the secretary-treasurer are: To keep an accurate enrollment of the department, noting the name, address, and date of birth of each pupil; to keep a correct record of the attendance and the offerings of each pupil and report the same to the secretary and the treasurer of the school; to see that each class is furnished with all the equipment necessary

for the day's work; to take charge of special missionary offerings and see that they go to the proper places; to send out notices of parents' or teachers' meetings and attend to any other necessary department correspondence.

The duties of teachers are: To be at Sunday school on time; to set a good example of clean, fine Christian living to those whom they teach; to prepare all lessons prayerfully and carefully; to be thoroughly acquainted with all their pupils; to pray for all their pupils individually; to secure home coöperation; to plan for knowing the pupils socially; to stay in the grade so that they may become specialists in that grade; to give loyal and sympathetic coöperation to the superintendent; to take a training course and follow it by a special reading course for Junior teachers.

The duties of substitute teachers: Substitute teachers should be assigned to a certain grade, and should be prepared to teach the lesson in that grade every Sunday, though they may not often be called upon to leave the Adult or Secondary Division class where they ordinarily meet. Older boys and girls of eighteen and nineteen years of age make splendid teachers if they are willing to train for such service.

If the twelve-year-old girls and boys are included in this group, it might be wise to organize them with the following officers:

1. A president, whose duty is to help preserve order, to urge members of the class to do their best work, and to keep a record of the credits of the individual members and of the class as a whole. Credits are given for (a) regularity; (b) punctuality; (c) systematic giving; (d) daily Bible-reading and study; (e) memory work; (f) neatness and completeness in handwork; (g) church attendance.

2. A secretary, whose duty it is to mark the attendance, to urge regularity and punctuality, and to assist the teacher in looking after the absentees.

3. A treasurer, whose duty it is to keep a record of the offering of each pupil, to urge systematic giving, and to carry the offering to the superintendent at the time of the offering service.

All three officers should be elected quarterly and should act under the direction of the teacher.

Arrangements must be made for the annual promotion of all the pupils from grade to grade with graduation from the fourth grade into the next department.

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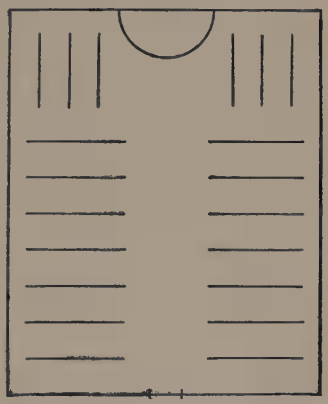
CHAPTER III

Housing and Equipment for the Children's Groups or Departments

Housing

This is a one-room Sunday school. Thousands of such schools have been built according to a plan somewhat like this:

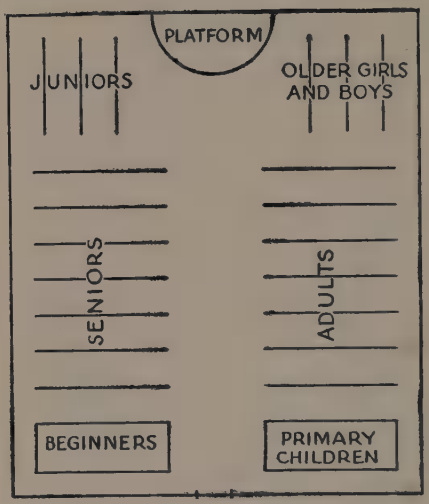


Very often the workers in these schools insist that real religious educational work cannot be done in this type of building, but the fact is that such a place can be remodeled a bit and made fit for use.

We have four groups of children to plan for: the Cradle Roll babies (who attend the school); the Beginners; the Primary children, and the Junior girls and boys. The entire number may be ten or twenty or thirty, but if there is space enough in the building to admit them all, a place can be found where they may be grouped properly. Look carefully at the plan on page 26.

It is suggested that the pews be removed from all four corners and that one of the front corners be screened off for the use of the Juniors at the lesson-study period. They may meet with the older pupils for the rest of the service. In the other front corner

should be placed the secretary's cabinet and desk, and the piano or organ. The superintendent should use the pulpit desk when he is leading the school. The two back corners are screened off, one for the Beginners, with a bit of space reserved for any Cradle Roll babies who may attend the school, and the other for the Primary children.



The front corner is reserved for the Juniors because they want to see and hear everything that is going on, and should have ample opportunity to do so in that front corner. Another reason for so placing these restless girls and boys is that they may be helped by the nearness of the superintendent and the pastor, and by the oversight of parents and older brothers and sisters seated in the body of the room. The Beginners and Primary children are placed in the back of the room so that they will not disturb the older pupils by running back and forth or by their quietly conducted services of worship. This plan is feasible and possible in all schools where the leaders have the faith and courage to proceed with it.

Sometimes there is a near-by residence whose owner will permit the use of one or two rooms by the Beginners

and Primary children and their teachers; sometimes the school authorities will give their consent to the use of the schoolhouse by these groups; sometimes in pleasant weather, the class work may be done out under the trees on the church lawn.

Equipment for the Cradle Roll Group or Department

1. A Roll on which may be written the names of the babies who become members of the Cradle Roll Department, and which may be hung on the wall.
2. Enrollment cards containing such information as: The babies' names, the dates and places of birth, the parents' church affiliations, the home addresses. These cards may be filed alphabetically and take the place of a membership book.
3. Membership certificates which show that the babies belong to the Sunday school; they bear the date of membership and are signed by the pastor, superintendent of the school, and the Cradle Roll superintendent. They are presented to the babies as a reminder of the love of the church.
4. Birthday cards, three different kinds, one for one-year-old babies; one for two-year-old babies; one for three-year-old babies.
5. Cradle Roll Promotion certificates to be given the little ones when they are promoted to the Beginners Department at the age of about four years.
6. A library of at least five books for the use of the Cradle Roll superintendent and her helpers. These may be read also by the parents of the babies.

(a) A Study of Child Nature—Harrison.
(b) The Cradle Roll Department—Sudlow.

(The latter makes valuable suggestions in regard to organizing, equipping, and developing the Cradle Roll Department.)

(c) Object Lessons for the Cradle Roll—Frances Danielson.
(This book contains a series of lessons for little children who attend the Sunday school regularly before they are four years old.)

(d) The Care and Feeding of Children—Holt.
(e) The Dawn of Religion in Mind of Child—Mumford.
(The latter is a valuable nontechnical presentation of the characteristics and limitations of early childhood, and how to use them as guides in child training.)

For the Beginners Group or Department

1. The Place. Let it be a separate place, a room if possible, or if not, then one of the back corners screened or curtained off. Let it be clean and light and well ventilated. Make it as attractive as it can be made. Let the screens or curtains be made so that lesson pictures can be pinned to them. The available wall space should be used for the Cradle Roll, two or three permanent pictures hung low, and a blackboard. The permanent pictures might be small copies of Raphael's Sistine Madonna and Hofmann's Christ Blessing Little Children. (Perry Pictures Co., Malden, Massachusetts.) If there is a window in the corner, either a real or an artificial plant or window box may be used to beautify the corner. Purchase little chairs without arms, low enough to allow the children's feet to touch the floor. The chairs should not be fastened together and they should have rubber tips if the floor is not carpeted. In addition, arrange for a small folding table for the teacher's use and a small cabinet. The table may be a folding sewing table, with legs cut off to provide the proper height when the teacher is seated by it with the little ones. The cabinet is necessary for the care of the Beginners pictures, handwork material, and other belongings. If there is not room for the cabinet here, let the secretary assign the Beginners

The Beginners Corner of an Iowa One Room Sunday School

A Pennsylvania One Room Sunday School. Beginners on One Side of the Blackboard; Primary Children on the Other Side

teacher a shelf in his own cabinet at the front of the room. Or, if this be impossible, get a box large enough to store the materials from week to week. There should be hooks for the children's wraps. If necessary, persuade one of the men of the church to arrange for these hooks in the wall. A Bible, a birthday bank, an offering basket, and a flower vase are desirable; the birthday bank and offering basket may be homemade.

2. For the Teacher. The Beginners superintendent or teacher should be supplied with necessary text-books and other lesson material such as pictures and objects; two or three good Beginners books, (See Bibliography, Chapters I and II); and one or two good music books, such as "Melodies," Leyda, and "Songs for Little People," Danielson and Conant. She should also have a good record book for noting children's names, addresses, and birthdays.

3. For the Children. Each child should receive a lesson folder (or story paper) and there should be handwork material ready for use, such as blunt scissors, crayons, paper, pencils, pictures (cut from old magazines), and paste. If there is a rug on the floor, the children may sit on the floor and use their chairs as tables during the handwork period.

For the Primary Group or Department

1. The Place. The Primary children should have a separate room if possible, if not, then one of the back corners screened or curtained off. If screens are used, let them be tall and well built so that the lesson pictures may be pinned to them when necessary. The corner should be light and well ventilated and always clean and in order. Use the available wall space for hanging copies of a few good pictures, such as The Sistine Madonna, Christ Blessing Little Children, and pictures of Jesus, Samuel, The Triumphal Entry, and so forth, which may be purchased from the Perry Pictures Com-

pany, Malden, Massachusetts; for hanging a cloth blackboard, and for the placing of hooks for wraps and caps. If there is a window in the space, place a window box there containing real or artificial flowers. According to the number of children, purchase one or two or three folding sewing tables, shorten the legs, and use them for the lesson and handwork periods. Get low, suitable chairs for the children, and a Bible, a birthday bank, an offering basket, and a flower vase if the window box is not feasible. Be sure to arrange for a small cabinet or a box for keeping the necessary supplies.

2. For the Teacher. The teacher should have the Primary textbook, the necessary pictures and objects, two or three good Primary books (See Bibliography, Chapters I and III), also, at least two good music books, such as "Carols," Leyda, and "Songs for Little People," Danielson and Conant. She should have a good record book for noting the children's names, addresses, birthdays, and the learning of the verses.

3. For the Children. For the pupils there should be provided Quarterlies or folders, or both, as the lessons require; folding and writing or drawing paper; crayons; pencils; paste; scissors; pictures (some cut from old magazines, others purchased from Perry Pictures Company.)

For the Junior Group or Department

Environment is an important factor in the creation of Sunday-school "atmosphere." If it be of the right kind it will help to "inspire natural reverent worship and be conducive to orderly study and work."

1. The Place. The Junior room or corner should be clean, light, and well ventilated, no matter what its location. The furniture of this space should include comfortable chairs, about sixteen inches high; folding class tables about twenty-eight inches high, large enough for six or eight children to sit around them

comfortably; a cabinet or box for the supplies of the department; coat hooks, enough to enable each pupil to have one for his or her wraps; a blackboard; a set of maps; three flags, the flag of your country, the Christian flag, and the temperance flag; several good pictures, hung rather low on the walls, such as a copy of The Boy Christ in the Temple, a picture of David Livingstone, a copy of Sir Galahad. The following make good wall decorations: The department motto framed; the temperance pledge roll; the honor roll. A sand table is very helpful in studying Bible geography. There should also be the department Bible, offering basket, and birthday bank. If there is not a convenient public library, the school should gradually purchase books for a children's library. (See list of suggested books in "The Juniors: How to Teach and Train Them," by Maud J. Baldwin.)

2. For the Teacher. The teacher (or teachers) should have his or her own Bible, hymn book, the necessary textbooks, copies of the pupil's Book for Work and Study, and good record books for noting the names, addresses, and birthdays of the girls and boys, also for recording the attendance at Sunday school and church, the verse memorized, the offering brought, the home work done. The teacher should also have two or three good Junior books (See Bibliography, Chapters I and II). The hymn book used by these pupils (and the older groups with whom they meet for worship) might well be the "Hymnal for American Youth," published by the Century Company, New York City.

3. For the Pupils. Each pupil should have his own Bible (American Standard Revision), his Work and Study Book or Quarterly, his own hymn book, and a set of duplex offering envelopes. There should be supplied also paper, pencil, scissors, paste, and pictures if needed for special handwork.

CHAPTER IV

The Program for the Sunday Session

When the members of the little Sunday school gather for the Sunday session, the Beginners will go at once to their screened corner, the Primary children to their screened corner, the Juniors to their corner, where the screens are not yet set up. The Beginners group will have its own special program, the Primary group will have its special program, the Junior group will meet with the older pupils for the worship period and then place their screens for their lesson study.

For the Beginners Group

A separate program or service of worship is necessary if feelings of love, reverence, sympathy, and helpfulness are to be aroused, and then afforded opportunities for expression, and if the special instruction and training the children need is to be given them. If the teachers of all the groups are careful to use low tones and to encourage gentle movements on the part of all the pupils, it will be found entirely possible to use this separate service for a small group of Beginners:

1. Opening Period (10 minutes).
   Welcome early arrivals, remove their wraps, and set them to work looking at or cutting or pasting pictures in illustration of their own lessons or for some children's charitable institution.
   Mark attendance (do not call the roll), place each child's offering in the offering basket ready for use later on.
2. Worship (10 minutes).
   Quiet music, opening song and greeting, prayer, praise, short memory verses, and offering.
3. Fellowship (10 minutes).
   Welcome to new pupils and visitors; birthday or Cradle Roll service.

4. Instruction (10 minutes).
   Circle talk and rest period.
   New lesson story folders distributed (10 minutes).

5. Closing Period (10 minutes).
   Good-by message, song, and prayer; wraps put on, and orderly dismissal.

Program Suggestions:
In planning the program remember that the theme of the story is to be emphasized by every part of the program: the service of worship, circle talk, rest exercise, and closing prayer.

The *Service of Worship* should develop the "consciousness of God" and help the children to "interpret their surroundings religiously." This may be done by a brief talk about God's day, or God's Book, or God's gifts, according to the lesson theme, followed by the praise or "thank-you" Scripture verses. The program should allow time for frequent brief prayers. These should be repeated after the teacher, phrase by phrase. The object of the offering should be explained. It should be reverently made and then followed by a brief prayer.

The *Fellowship Service* encourages the children to think of others. Find appropriate welcome, Cradle Roll and birthday services in the Beginners Graded Lesson textbooks; or the following words for these different services may be used:

Welcome Service, to tune of "Good Morning," in "Song Stories for the Sunday School," Hill.

"A welcome to you,
A welcome to you,
A welcome, dear friend,
A welcome to you."

Cradle Roll Song, from "Carols," Leyda.

"There are blessings of God all about us;
We should thank him for gifts large and small,
But his gift of a dear little baby,
Needs the very best thank you of all."

Birthday greeting, to tune of "Good Morning," in "Song Stories for the Sunday School," Hill.

"Happy birthday to you,
Happy birthday to you,
Happy birthday, dear friend,
Happy birthday to you."

For *Music* it will be possible to use only a very few songs in a screened-off corner and these will have to be "whisper" songs. The low tones, without a musical instrument, will not disturb the nearest class outside the screen. Such books as "Song Stories for the Sunday School," Hill, and "Melodies," Leyda, contain suitable songs for these little ones. "Good Morning to You"; "All Things Bright and Beautiful"; "Thank Him, Thank Him"; "When I Run About All Day," are types of songs to use. Never teach words by rote, but develop the thought carefully through stories and pictures.

The *Circle Talk* aims to connect the lessons taught in the Sunday school with the lives of the children in their homes. It weaves together remarks about home interests, the songs which have been sung, last week's story, the familiar Bible verses, the ever-recurring questions. In this way the circle talk prepares the way for the new story. While informality is desired, the children must be guided so as to make irreverence and disorder impossible. Here, as always, example is better than precept.

For the *Rest Exercise* again the theme of the lesson guides us. The children may in imagination prepare themselves for Sunday school and march to the church; they may be trees with waving branches, or seeds asleep in the ground, or flowers slowly growing, or birds flying to the Southland; they may be mother's or father's helpers in the home. The exercise is a rest physically, but the children are learning much, for the world of make-believe is very real to them. They are learning to live the truth as they play it. Only remember that the rest

exercises in a one-room building must be quiet exercises.

The *Lesson Story* period is important. It includes getting ready, telling the story, showing the pictures, with appropriate songs and prayer, and the retelling by the children. Distribute papers or folders as late as possible. The closing service should be short.

Self-Expression.—All educators now recognize the truth of the old proverb, "We learn by doing." Therefore, opportunity for self-expression is absolutely necessary if little children are to learn how to conduct themselves as Jesus' little boys and girls.

There is opportunity for self-expression in the service of worship if the songs, prayers, Scripture verses, and responses are such as related to the knowledge and experience of childhood, and if the children, not the teachers, take the largest part in the service.

Other opportunities for self-expression are afforded during the circle talk where the children converse informally; also during the lesson-story period when they retell the stories and do the simple handwork suggested in the teacher's textbooks. Sometimes the stories lend themselves to dramatization, when the children may act out the deed spoken of in the lesson. The deed then becomes a real part of their lives.

Handwork in this department should be chiefly drawing, and the mounting of pictures which illustrate the truths in the lessons, although the pupil may cut, fold, and construct to some extent. It should be remembered that the purpose of this work is not to amuse the child (though it does amuse him very much), but to secure a deeper impression of the spiritual truth which has been taught in the lesson story.

The children should be encouraged to sit as quietly as possible and thus learn to control their restlessness. In this way they express their love and reverence for God and his house. It will also be necessary to teach

them to act as a group, that is, to sit or stand or march at the same time.

They should also be encouraged to render little loving services to their parents, brothers and sisters, and playmates. In this way they may express the truths they have learned in regard to obedience and love to others.

For the Primary Group

While the Beginners are following the preceding program in their corner in their own little circle, the Primary children in their corner may be using this program:

1. Expressional Activities, related to last Sunday's lesson (10 minutes).
   - Handwork or
   - Dramatization or
   - Choosing pictures or
   - Retelling stories or
   - Memory verses reviewed.
2. Worship Service (10 minutes).
   - Bible verses.
   - Song (very quiet).
   - Prayer service.
   - Giving service.
3. Fellowship Service (5 minutes).
   - Welcome new pupils and visitors.
   - Prayer for absentees.
   - Birthday recognition.
4. Special Services (5 minutes).
   - Missionary or
   - Temperance or
   - Nature or
   - Patriotic.
5. Instruction Period (20 minutes).
   - Mark attendance, record offering and memory work learned.
   - New lesson taught.
6. Closing Service (5 minutes).
   - Song.
   - Prayer.
7. Dismissal (5 minutes).
   - Wraps put on.
   - Papers distributed.

Primary Department in a One Room Sunday School in Minnesota

Program Suggestions: Expressional Activities.—Helpful suggestions will be found in the Graded Lesson textbooks; also in The Pilgrim Elementary Teacher; "The Primary Department," Curtiss; "Primary Methods in the Church School," Munkres; "Dramatization of Bible Stories," Miller; "The Use of the Project Method in Religious Education," Hartley. (See paragraphs in this chapter on Opportunities for Self-Expression.)

Worship Service.—The Primary Graded Lessons give the children knowledge of God and an acquaintance with him as the heavenly Father, the One who loves them, who cares for and provides for them; the One who is always near them and who has the power to help them at all times. This knowledge develops the consciousness of God's presence and a sense of his companionship, in which the children rejoice, and which is most helpful to the development of their Christian character. But for the feeling of companionship to become actual companionship, there must be communion with God. Therefore, the children must be led to think of God, and to speak to God in worship; and opportunities for thinking of God and speaking to him are provided by this worship service in which the Primary children are led to express their thoughts of God and their thanks to and love for him, in song, in prayer, in giving, and in the reverent repetition of suitable memory texts.

The children's service of worship should be suited to their interests and experiences, and the songs, prayers, and Scripture verses used must express their thoughts and feelings. A service in which they listen but do not act contributes practically nothing to the development of their characters. In planning a service of worship the leader should be guided by the needs of the pupils, by the lessons which have been taught, by the season of the year, by any particular special community interest.

Special help will be found in the books before mentioned and also in "Training the Devotional Life," Weigle and Tweedy. Use only a few songs but let those be well chosen from such books as "Carols," Leyda; "Songs for Little People," Danielson and Conant. Sing them very softly.

Fellowship Service.—This service is planned to lead the children to think lovingly of others. It will take but a few sentences to welcome the new pupils and visitors and to lead the children in a prayer for the absentees. To recognize the birthdays ask the children who have had birthdays to come to the front of the corner, and let them drop a penny for each year in the birthday bank. Then all repeat this beautiful greeting and prayer:

"Many happy returns of the day of thy birth,
May sunshine and gladness be given;
And may the dear Father prepare thee on earth
For a beautiful birthday in heaven."

Then may follow a brief explanation of what joy the birthday pennies will bring some needy child and a sentence prayer for God's blessing.

Special Services.—For help in preparing five-minute missionary periods, see:

Leaflet No. 104,—Missionary Education for Children, (International Sunday School Association).
Missionary Program Material—Ferris.
Things to Make—Hutton.
Graded Social Service for the Sunday School—Hutchins.
Everyland, Interchurch World Movement.

For help in preparing five-minute temperance periods, see:

Leaflet No. 105—Temperance Education for Children—(International Sunday School Association).

For help for patriotic and nature five-minute periods, see:

The Pilgrim Elementary Teacher, from month to month.

Instruction Period.—Use Closely Graded Lessons, or Departmental Graded Lessons.

Closing Service.—Let it be brief but quiet and reverent.

Self-Expression. — "Impression without expression means a lost lesson." Therefore, our Primary children must receive opportunities for expressing their feelings of love, reverence, and trust. In a well-planned service of worship they must have an opportunity to express the lesson truth by retelling the stories, recalling the memory verses, by doing handwork, or by a bit of dramatic work in which they act out the scenes of the story; they must be permitted to give money and service to others, thus obeying the natural desire they have to respond to another's need. Special mention is made here of the value of handwork. It is desirable because it affords an opportunity to express the truth taught; it intensifies the impression made by the lesson story; it affords the teacher an opportunity to test her work and correct wrong impressions. Directions for appropriate handwork are given with the Graded Lessons. The materials which may be used are blank sheets of paper (same size as story folders), pencils, crayons, or crayolas, pictures, paste, and scissors. Handwork naturally follows the lesson teaching; it may be done at home or at Sunday school; it should be supervised by parents and teachers.

During the Sunday-school session, pictures may be selected, cut, pasted, mounted, drawn, or colored. Teachers sometimes furnish pictures for selection. A little writing may be done by the children who can write. Sometimes a verse of Scripture or a song may

be copied under an appropriate picture, or a picture chosen to suit a verse or song. Some children paste typewritten copies of hymns and Bible verses on their folders. An exhibit of handwork encourages the pupils to do the work.

For the Junior Group

The program in which the Junior girls and boys will participate will be the program used by all the older pupils and adults. If it is planned carefully and prayerfully, it will be impossible to measure its value to the character-building of the Juniors and of all the others who join in it. The right kind of program will arouse and cultivate the religious feelings of love, praise, loyalty, gratitude, good will, and reverence. It will also afford an opportunity of expressing such feelings in song, responsive Scripture reading, giving, prayer, careful attention, cheerful obedience, and in thoughtful service to others. Such a program will encourage and fix the habits of daily Bible-reading and prayer, systematic giving, and church attendance, and will develop love and loyalty to God, to his house, to his day, and to his Book.

If the program is to make such a genuine contribution to character-building, there are certain elements which should appear in the order of service every Sunday. These are worship, fellowship, instruction, service to others, and business; and all these elements should be welded together in such a careful way as to result in a service which is both worshipful and joyous. It must be remembered, however, that no matter how worshipful and joyous the program itself may be, it will fail to impress the pupils as it should unless the officers and teachers take part in the service with reverent spirit and show that they join in the song, the prayer, the responsive Scripture reading, the giving, and the lesson teach-

ing, because they truly love the Lord. The program should be planned and arranged by the superintendent of the school. The length of time given to each period will depend upon the time allotted for the whole service. Each period should receive its proper proportion of time. In this way the program may be well balanced.

The following order of service is suggested:

1. Quiet Music, to call attention to the fact that the service is beginning.
2. Service of Worship (10 minutes).
   Invocation by superintendent.
   Opening hymn.
   Responsive Scripture-reading.
   Prayer (repeated sentence prayer).
   Hymn.
3. Fellowship Service (5 minutes).
   Welcome to new pupils and visitors.
   Prayer for absentees.
   Birthday greetings.
4. Bible Drill, or other memory drill (5 minutes).
5. Business (5 minutes).
   Attendance marked.
   Offering made ready.
   Church attendance noted publicly.
6. Offering Service (5 minutes).
   Offering brought to the front.
   Bible giving verses repeated.
   Offering prayer or song.
7. Special Service (5 minutes).
   This may be of a missionary, or temperance or patriotic character; or it may be a recognition of Christmas, Easter, Children's Day, or Thanksgiving.
8. Lesson Period (30 minutes).
9. Closing Service (5 minutes).
   Song.
   Prayer.
10. Dismissal.
    Quiet music.
    Distribution of papers and library books.
    Notices or announcements.
    Wraps and hats put on.

Program Suggestions.—Plan to have the late comers remain outside during the service of worship, or decide upon certain intervals during the service at which they may enter.

Request all teachers and officers to obey the signals given and to coöperate fully throughout the entire service.

Music is an important factor in the religious education of the Junior. The utmost care must be exercised in choosing the songs and hymns to be learned, for they must express the present religious feelings of the pupils and must be worthy of becoming their permanent mental possessions. Hymns of praise, thanksgiving, and service, martial hymns, prayer hymns, and hymns leading the child to think of God's love, care, companionship, guidance, should be chosen. The "Hymnal for American Youth" is recommended.

Prayer Service.—Careful attention should be given to this part of the service, for hundreds of Junior children have learned to say The Lord's Prayer, and have heard many prayers, short and long, but they have not learned to pray. A subject for prayer should be chosen each week. It should be something of interest to the children. It may relate to the mission field, to a local temperance condition, to some matter affecting the local church, or the children's homes, or their school, to the blessings, or sins, or needs, of the children themselves. When the time for the prayer service comes, the superintendent should state the subject and explain why it is desirable to speak to the heavenly Father about it, then ask the children to pray about it silently. A repeated sentence prayer may follow, the superintendent leading, and the children following phrase by phrase. In this way the children will learn how to pray and about what to talk with God. Short prayers by teachers or older pupils are also helpful to the children.

In every session part of the work should be done by the different groups or departments as a whole and part by classes. The best programs must be varied. Special days, festival seasons of Church or nation, special Sundays for temperance, missions, decision, and promotion, should be recognized. A rearrangement of the usual features, an entire program from memory, or a surprise program will maintain interest. Every item should be so helpful that Juniors may really feel glad to be present.

This program may look rather formidable to the superintendent of a little Sunday school when he first looks at it; but if it is studied carefully and if aid is sought from the pastor, teachers, denominational leaders, or workers in other Sunday schools, it will be found possible to adopt it or adapt it a step at a time. Then, too, help will be secured by reading Dr. Fergusson's little book entitled, "How to Run a Little Sunday School," and by reading regularly The Church School, published by The Abingdon Press, Cincinnati, Ohio.

Self-Expression.—"We learn by doing." "Impression without expression means a lost lesson." These statements are often made by well-known teachers and they are absolutely true. If the Juniors are ever to worship God truly they must have opportunities for expressing the feelings of love, praise, thanksgiving, reverence, gratitude, and loyalty which spring up in their hearts as a result of the knowledge they are gaining day by day. Hymns, prayers, and passages of Scripture which express such feelings, and which are suited to the experiences of Juniors, should be chosen with great care. Such a service will develop the spirit of worship and will be enjoyed by the children. On the other hand, if the service be planned to meet the needs of adults, the children find it uninteresting and the service means a loss rather than a gain so far as character building is concerned.

The Juniors are taught many facts about the Bible and they commit to memory many Bible verses and hymns. Class or department drills will furnish opportunities for self-expression as well as for fixing this knowledge in the minds of the pupils.

Other forms of self-expression are the doing of the required handwork or home work outlined in the Pupil's Book for Work and Study used in connection with the Graded Lessons; giving to the local church and the Church benevolences at home and abroad, which giving is encouraged by the use of the duplex envelope; the signing of a pledge promising not to use liquor or tobacco; serving others by little acts of kindness and thoughtfulness.

The Juniors probably express themselves most naturally in their play and so the Sunday school should provide opportunities for the children to meet together often socially. In play they will put into practice all the rules of living learned at home, at school, and at Sunday school, thus developing many valuable traits of character.

All the work of the Junior Department is planned for the purpose of helping the children to decide for Christ when they come to the age at which they can consciously accept him as their Saviour, and publicly confess their loyalty to him. Juniors should therefore be given an opportunity to make such decision or confession and thus express their purpose to serve the Master faithfully.

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CHAPTER V

Lessons, Promotions, and Promotion Services

It is very important that the best lessons be chosen for the children who attend a little Sunday school. The pupils may be few in number, but that fact must never be used as an excuse for teaching lessons unadapted to their needs, their experiences, and their powers to live the truths taught. The very littlest ones, those who may be in the Cradle Roll class and in the Beginners group, need a knowledge of the power of God to give love, protection, and care, and a consciousness of God as their heavenly Father and of Jesus Christ as their Friend; they also need to have set up for them ideals of right behavior. The Primary children need a knowledge of God in his love, care, might, and power to give help and guidance; a consciousness of God as the heavenly Father and of Jesus Christ, the Helper and Saviour; and instruction concerning what is right and wrong, proper examples, and opportunities for choosing the right. The Junior girls and boys need a knowledge of God in his creative and sustaining power, and of Jesus Christ in his power and majesty; a personal knowledge of Jesus Christ as Saviour; such acquaintance with the lives of heroes of the faith as will make them feel the attractiveness and value of right behavior; a knowledge of Bible content and related facts of geography and history; an understanding of what is meant by a Christian life for a Junior girl or boy.

From this brief statement of the pupils' needs, it is plain to be seen that the right lessons will be lessons

which are planned to meet these needs. Therefore, every Sunday school, no matter how small, should make a real and prayerful and an honest effort to use properly graded lessons in the children's groups or departments. The following suggestions are made for the different groups:

Lessons for the Cradle Roll Group

This group consists of the one or more babies three years of age or under who sit in the Beginners corner and have their worship service with the Beginners. When the Beginners have their lesson, these babies have another lesson especially prepared for them. It is taught by the Cradle Roll superintendent or by some one acting as a helper to the Beginners superintendent or group leader. Lessons suitable for these babies are found in a book entitled, "Object Lessons for the Cradle Roll," by Frances Danielson. Other helps for the teacher may be secured, such as a nest of ten blocks, with pictures illustrating the lessons; a box of objects not easily obtainable (cotton boll, wheat, flax, wool, and cocoon); papers containing stories, pictures, and suggestions to the mothers for home teaching and occupations; Cradle Roll class programs. All these may be purchased from the Pilgrim Press, Boston or Chicago.

Promotion to the Beginners Group

When the children on the Cradle Roll are about four years of age they are promoted to the Beginners group or Department on the regular annual promotion day of the Sunday school. These little ones who have been coming to the Sunday school, perhaps irregularly, but who are nevertheless identified with the Cradle Roll group in the Beginners circle, should be promoted at the same time to the Beginners group. Even if there is only one to be promoted, recognize the fact and have a bit of promotion service, and give the little graduate a certificate of promotion.

Cradle Roll Promotion Service

In some schools a more elaborate service may be planned. Make a low white fence, about thirty inches high and eight or nine feet long, and place it on the platform. In the center have a pair of gates, tied together with pink ribbons. The fence may be prettily trimmed with goldenrod, or delicate paper flowers. The teen-age boys and girls will make these if asked to do so.

At the right, on the front seats, place the little people who are to be promoted, with their parents. The Beginners may sit in a circle in their own chairs to the left of the platform. While the Sunday school sings "Open the Gates for the Dear Little Feet," found in the "Primary and Junior Hymnal," Miller, two little Beginners step on the platform and open the gates for the Cradle Roll children, assisted if necessary by the Cradle Roll superintendent, to pass through. The Cradle Roll superintendent presents each graduate with a certificate tied with pink ribbon. The Beginners sing a welcome song, while the graduates take their places in the circle to the left.

Note.—Under some conditions it may be actually and honestly a physical impossibility to arrange for a special lesson for this Cradle Roll group. If this be true, place any child of Cradle Roll age who comes to Sunday school in the Beginners circle and do the best you can for him there.

Lessons for the Beginners Group

This is the group of four- and five-year-olds. A fine course of lessons has been outlined for them by the International Lesson Committee, and they should be taught these lessons even though they may have to meet in the Primary corner for a joint worship service. This is a two-year course outlined for four- and five-year-old children. The lessons are taught in rotation to all the children of Beginners grade, that the program may emphasize one truth at each session. The course is

arranged by themes, one lesson creating a need and paving the way for the next lesson. Sometimes several lessons are outlined under one theme, and one Scripture verse is made to answer for an entire group of lessons. Beautiful pictures are furnished for use in connection with each lesson. The lessons are known as the International Graded Beginners Series. They aim to lead the little child to the Father by helping him: (1) To know God, the heavenly Father, who loves him, provides for and protects him; (2) to know Jesus, the Son of God, who became a little child, who went about doing good, and who is the Friend and Saviour of little children; (3) to know about the heavenly home; (4) to distinguish between right and wrong; (5) to show his love for God by working with him and for others.

The themes for the first year are:

I. The Heavenly Father's Care.
II. Thanksgiving for Care.
III. Thanksgiving for God's Best Gift.
IV. Love Shown Through Care.
V. The Loving Care of Jesus.
VI. God's Care of Life.
VII. Our Part in the Care of Flowers and Birds.
VIII. Duty of Loving Obedience.
IX. Love Shown by Prayer and Praise.
X. Love Shown by Kindness (to Those in the Family Circle).
XI. Love Shown by Kindness (to Those Outside the Family).

The themes for the second year are:

XII. Our Heavenly Father's Protection.
XIII. Thanksgiving for Protection.
XIV. Thanksgiving for God's Best Gift.
XV. Our Heavenly Father's Protection in Nature.
XVI. God Helping to Protect.
XVII. Jesus the Helper and Saviour.
XVIII. Jesus Teaching to Pray.
XIX. God's Gift of Life.
XX. God's Gift of the Wind, Sun, and Rain.

XXI. Jesus Teaching How to Help.
XXII. Children Helping.
XXIII. Friendly Helpers.

The story method is used in teaching Beginners. Therefore, every teacher of very little children must learn how to use this method or court failure in her teaching work. The lesson story told each Sunday must be simple in thought and expression, full of life and action. There must be the beginning, the succession of events, the climax, and the happy ending. The story must be told, not read, although the Bible may be in hand, thus demonstrating that the story is from God's Book. At the end of the story the picture is shown, the children's questions are answered, and the lesson closed with a brief prayer. This work should be completed in fifteen minutes.

Informal conversation between teacher and pupils is included in the circle talk which precedes the lesson story. This conversation includes such topics as God's care, God's love, the flowers, the good times which the children have had, the snow, the rain, the new baby in the home; last week's lessons, pictures, and verses; happenings at kindergarten, and other experiences of the children. It offers opportunity for instruction and review, but the children, not the teacher, do most of the talking; the teacher, however, directs the conversation.

The lessons taught must afford opportunities for contact with nature. Country children must be taught to observe the things which are all about them: the growing grass, flowers, the busy ants, the buds, the lambs, the grain, the sunset, the fruits, the vegetables. The city children must be taken to the country from time to time, and the country must be brought to them by bringing into the room flowers, samples of grains, vegetables, and so forth. Such contact with nature is vital, and the teacher who neglects to provide for it is robbing

the children of that which helps them to see the Creator's mighty, loving hand in all about them, and is thus preventing the children's communion and fellowship with him.

The Departmental Graded Beginners Lessons follow the same general outlines as the Closely Graded Beginners Lessons and are also taught in rotation. There is no reason why just the same fine work cannot be done by using this system.

Promotion to Primary Group

When the Beginners are about six years old they should be promoted to the Primary group on the regular annual promotion day. If they have been taught correctly and helped properly at home and at church, by this time they should show by their conduct that they have a knowledge of God as their Father and that they are conscious of his presence in their daily lives. They should also show that they recognize Jesus as a friend and that they are trying to please their Father and their greatest Friend by lovingly serving others. As a means to this end they have probably absorbed (not learned by rote memory drill) the following material repeated many times by the teacher as she teaches the Graded Lessons:

Scripture verse and song on God's love.
Scripture verse and song on God's care.
Scripture verse and song on giving.
Scripture verse on obedience.
Scripture verse on love shown by kindness.
A praise verse and song.
A thank-you verse and song.
Jesus' invitation to children.
Simple evening prayer.
Simple morning prayer.
Simple grace for meals.
Simple Easter song.
Simple Christmas song.

A Suggested Beginners Promotion Service

The last Sunday in September is growing in favor as Promotion Day, as each new year of the Graded Lessons begins with October. If promotions occur on Children's Day, the summer work should be completed so that the new year's work may begin in October. The promotion service for the Beginners should be very simple and may easily be arranged by a study of the themes of their lessons. It should require no special preparation, the children having absorbed the material by its repeated use during their two-years' study of the lessons.

Theme: The Heavenly Father's Care.

1. Song: "Night and Day," ("Carols").
2. Brief informal conversation with children about the Father's care of birds, animals, and little children:
   Beginners Superintendent or Teacher—How does the Father show his care for birds and animals?
   Children—"Your heavenly Father feedeth them."
   Superintendent—What does God's Book say about his care for children?
   Children—"He careth for you."
   Superintendent—How may we give thanks to the Father for his care?
   Children—"Let us sing unto Jehovah."
3. Song: "Praise Him, Praise Him, All Ye Little Children," ("Carols").
4. Brief picture talk by superintendent on the loving care of Jesus.
   Show pictures of First Year Lessons 20, 21, 23, and Second Year Lessons 71, 72, 74, 75. Let the children tell the stories.
5. Song: "How Strong and Sweet My Father's Care," ("Songs for Little People").
6. Presentation of Diplomas.

Lessons for the Primary Group

This is the group in which we find our six-, seven-, and eight-year-old children. They have probably been having the Uniform Lessons, but if the number of

children and the number of teachers available make it possible to arrange for three small classes in the Primary corner, by all means do so, and teach the three grades of the Closely Graded Primary Lessons.

These Closely Graded Primary Lessons aim to lead the child to know the heavenly Father, and to inspire within him a desire to live as God's child. They purpose (1) To show forth God's power, love, and care, and to awaken within the child responsive love, trust, and obedience; (2) to build upon the teachings of the first year, (a) by showing ways in which the children may express their love, trust, and obedience; (b) by showing Jesus the Saviour, in his love and work for men; (c) by showing how helpers of Jesus learn to do God's will; (3) to build upon the work of the first and second years by telling (a) about people who chose to do God's will; (b) how Jesus, by his life and words, death and resurrection, revealed the Father's love and will for us; (c) such stories as will make a strong appeal to the child and arouse within him a desire to choose and to do that which God requires of him.

The course is arranged by themes, several lessons emphasizing one great truth. The natural interests of the children, the coming and going of the seasons, and the evolution of the Church year have all been recognized and considered in the choice of the lessons. They are not arranged in chronological order and do not aim to teach biography or history, but there is a decided progression of thought in the material used, and the lessons advance each year in subject matter and in the method of presentation. The story method is employed in teaching the lessons, and appropriate pictures and objects are used. Suggested handwork offers opportunities both for deepening the impressions made and for expressing the truths taught. The course includes

special missionary and temperance lessons, so necessary to the development of true Christian character.

This course is a three-year course. The first-year lessons are intended for children about six years old; the second year, for children of seven; and third year for children of eight years. The class teachers teach the lessons. No advance home preparation is required of the children, but much coöperation of the parents is desired in providing opportunities for the children to express the truths taught in the Sunday school by retelling the stories, repeating the memory verses, and by acts of unselfishness, self-control, and helpfulness in the home.

Many schools may desire to use the Primary Departmental Graded Lessons, which follow the same general outlines as are used in the Closely Graded Lessons, and the lessons have many of the same excellencies as the more closely graded series. The lessons are not arranged by years but, instead, all the children of the department study the same lesson on a given Sunday. It requires three years to cover this group of lessons. At the end of that time the teacher begins the cycle again. Experienced workers have prepared fine lesson helps on this course and they are issued each quarter.

For some temporary reason it may seem advisable to continue the use of the Uniform Lessons which many one-room schools have been using for a long time. If so, add the teaching of a few graded supplemental lessons which will insure the children's becoming acquainted with certain fundamental truths all children should know. Note the following:

Giving Verses.—James 1:17; John 3:16; Matt. 10:8 (last clause); Matt. 25:40; II Cor. 9:7; Acts 20:35 (last clause).
Praise.—Ps. 126:3; 107:1. Doxology.
Prayer.—Ps. 109:26; 86:11 (first clause); Matt. 26:41.
The Shepherd Psalm.—Psalm 23.
The Lord's Prayer.—Matt. 6:9-13.

Commandments.—The Great Commandments, Matt. 22:37-39; The Golden Rule, Matt. 7:12; John 14:15; Zech. 8:16; Phil. 4:8; Deut. 27:10.
Missionary.—Mark 16:15.
Temperance and Self-Control.—Eccl. 10:17; Prov. 20:1; 16:32.
God's Word.—Ps. 119:11, 105; James 1:22.
God's Day.—Ex. 20:8; Ps. 118:24.
Suggested Hymns.—A Christmas Hymn (choice of several); a Shepherd Hymn (choice of several); "I Think, When I Read That Sweet Story of Old"; "Saviour, Teach Me, Day by Day."
For Summer Quarters:
Missionary teaching by means of pictures, objects, stories.
Nature work by means of pictures, objects, and the teaching of such verses as the following: Ps. 19:1, 2, and appropriate verses from Psalms 104, 105, 147; Job, ch. 37: Psalms 100, 136; Matt. 6:26-28.
Love of Country and Flag: Ps. 33:12; 34:12-15, 103:11, 12.
Hymns: "For Peace and for Plenty" or "America" or "God Save the King."

Promotion to the Junior Group

There should be a regular annual promotion day in every Sunday school. The last Sunday in September has been found a very good time because each new year of the Graded Lessons begins on the first Sunday in October. Sometimes Promotion Day and Rally Day programs are combined. On Promotion Day all the children who have completed the third year Primary lessons (and are about nine years old) should be given certificates and passed on to the Junior group. If the work has been well done in the Sunday school, with a proper degree of coöperation from the home, the children should have become well acquainted with God as their heavenly Father and should show their desire to live as his children, with the help of Jesus their Friend and Saviour. They should also have made an earnest effort to learn the memory verses and hymns suggested, to do the required handwork, and to preserve the story folders. The memory work may include the following:

Reasonable number of memory texts.
Christmas story and song.
Easter story and song.
Missionary verses and song.
Temperance motto and song.
Group of texts on giving.
Hymn—"I Think, When I Read That Sweet Story of Old."
Hymn—"America" (first and last stanzas).
The Lord's Prayer.
Golden Rule.
Twenty-third Psalm.
Two Great Commandments.
Morning and evening prayer.
Grace at meals.
Verses on God's house, day, and book.
Folders kept and handwork done.

Teachers, however, should be careful not to be satisfied merely with what the children can repeat from memory. They should ascertain in regard to each pupil the answers to such questions as these: What does the pupil know about God? Is the pupil conscious of the presence of God and the companionship of Jesus, his Friend? Does the pupil show reverence for God's Book, God's day, and God's house? Does the pupil show increasing power to recognize right from wrong, and to choose the right? Is the spirit of obedience and helpfulness increasing? The answers may be difficult to secure, but it is easy to understand that such questions are far more important than, What can this pupil repeat from memory? Coöperation with the home will bring the information so vital to the teacher.

A Suggested Primary Promotion Service

It will be desirable to have a brief service, such as the following, when the certificates or diplomas are presented to the Primary children:

1. Memory Song: "The Knights' Marching Song." ("Songs for Little People.")
2. Memory Verses: Luke 2:7-17.

3. Memory Song: "Away in a Manger."
4. Memory Verses: Mark 10:13-16.
5. Memory Song: "I Think, When I Read That Sweet Story."
6. Memory Verses: Mark 16:1-8.
7. Memory Song: Easter Song—"One Easter Morn." ("Songs for Little People.")
8. Shepherd Psalm: Psalm 23.
9. Memory Song: "Saviour, Like a Shepherd Lead Us."
10. Presentation of Bibles and Diplomas.

Lessons for the Junior Group

One of the means by which the Juniors will receive the knowledge necessary to the building of Christian character is a definite course of instruction through which they will gather a large number of facts about the Bible and from the Bible; also, facts concerning the founding of Christianity and its progress in modern times. Such instruction can be given only through the use of a course of lessons prepared especially for Juniors, that is, keeping in mind the interests, experiences, and capabilities of Juniors. Such a course is the International Graded Lesson Course. These lessons have been chosen and written for boys and girls of nine, ten, eleven, and twelve years of age. The aim of the Junior Series is "To lead the child to become a doer of the Word, and to bring him into conscious relations with the Lord Jesus Christ as his Saviour": (1) By awakening an interest in the Bible and love for it; by deepening the impulse to choose and to do right; (2) by presenting the ideal of moral heroism; by revealing the power and majesty of Jesus Christ, and by showing his followers going forth in his strength to do his work; (3) by deepening the sense of responsibility for right choices; by strengthening love of the right and hatred of the wrong; by showing the consequences of right and wrong choices; (4) by presenting Jesus as our Example and Saviour, by leading the pupil to appreciate his opportunities for

Junior Group in a One Room Sunday School in the Middle West

service, and by giving him a vision of what it means to be a Christian.

The lessons are arranged chronologically, by periods, in the first two years. In the last two years the chronological sequence is unbroken except when a topical course on temperance is introduced. Lessons are provided for fifty-two weeks in the year. The courses are planned for about nine months, October to June, inclusive, in harmony with the ordinary public-school year, in order that schools open during this period only may not have an incomplete system of study. The lessons for the remaining three months, while not essential to complete the aim for the year, are valuable in themselves, and either supplement the work which precedes or prepare for that which is to follow. The course includes fine correlated missionary and temperance lessons. The methods suggested for teaching the lessons include the use of stories, questions, pictures, blackboards, maps; also, the use of the Bibles by the pupils and the doing of suitable handwork.

Since this is a great memory period, a large number of Scripture verses and hymns or parts of hymns are given for memorization. The memory work is a concrete expression of the truths which have been presented to the pupils in story form.

All of the lessons have been chosen and written with the idea that the first great spiritual crisis comes to each child at about the age of twelve. At this time many children will become conscious of their relation to Christ and will experience a strong impulse to give their lives in service to him. The lessons in this course seek to help the children to obey this great impulse and to accept and publicly confess Christ as their Saviour.

Therefore, if it is at all possible to do so, arrange for at least four classes in the Junior group: a class of nine-year-old children; a class of ten-year-old children;

class of eleven-year-old children; and a class of twelve-year-old children, and teach them the Closely Graded Junior Lessons.

Many schools may desire to use the Junior Departmental Graded Lessons. These lessons follow the outlines of the first three years of the Closely Graded Junior Lessons and are thus planned to meet especially the needs of Juniors. They are taught in rotation and it requires three years to complete the course. At the end of the three years, the teacher begins the cycle again. Experienced writers have prepared very fine helps for use with these lessons; and when they are faithfully used as guides in the work with the girls and boys, splendid results have been secured.

Those who use the Departmental Lessons will find that the twelve-year-old children are provided for in the Intermediate Group.

The Uniform Lessons are those which most of the little Sunday schools are still using. The outlines are prepared for the use of adults as well as of children, and for this reason they do not meet the special needs of Juniors. This course should not be used unless for some temporary reason neither one of the other courses can be used at present. If it seems necessary to continue the use of these lessons for the time being, then a course of supplemental graded lessons should also be taught in order that pupils of this age may learn some of the outstanding facts in regard to the Bible and some of the fundamental truths all children of nine to twelve years of age should know.

Such a course of supplemental lessons should include:

1. Facts about the Bible:
   General divisions. Names of groups. Names of books.
2. Contents of the Bible:
   Stories of events and people, The Creation, The Flood, The giving of the Law, The Exodus, Abraham,

Joseph, Moses, Joshua, Gideon, Samuel, David, Elijah, Nehemiah, Esther, Daniel, John the Baptist, Jesus, Peter, John, Stephen, Philip, Paul.

3. Scripture:
   - God's Word: II Timothy 3:16,17.
   - Giving: II Cor. 8:12; 9:7.
   - Temperance: Prov. 23:29-32; I Cor. 3:16, 17; Hab. 2:15 (first clause); Matt. 22:39; Hab. 2:12; Prov. 16:3; 14:34.
   - Sin and Salvation: I John 3:4; James 4:17; Rom. 3:10-23; Gal. 6:7; Prov. 5:22; 28:13; Isa. 59:2; I John 1:9; John 3:16; I. Cor. 3:11; Matt. 4:24-25; John 15:10,14; 14:16, 17, 26.
   - The Ten Commandments: Ex. 20:1-17.
   - The Beatitudes: Matt. 5:1-12.
   - Missions: Mark 16:15; I Chron. 16:24; Hab. 2:14.
   - Miscellaneous: Matt. 10:2-4; Rev. 21:14; The "Seven Words" from the cross, and the eleven appearances after the resurrection.
   - Church Hymns: "All Hail the Power of Jesus' Name"; "My Faith Looks Up to Thee"; "From Greenland's Icy Mountains."
   - Geography: Maps of Palestine, Egypt, Canaan, and Galilee drawn; seas, rivers, and principal cities named and located; the Exodus and other journeys traced.
   - Missionary Heroes: Teaching concerning some of the great heroes of the cross, with special reference in each denomination to those who have worked through its own branch of the Church.

The Junior pupils should be encouraged to work. It is vital to the progress of the children that they do the work required by the course of study prepared for them. This course of study furnishes them with the facts which they must know, and gives them a daily schedule, the observance of which will lead to the forming of the habits of daily prayer, daily Bible-reading, regular Church attendance, systematic giving, and memorizing the suggested Bible stories, passages of Scripture, and hymns.

What can be done to persuade the pupil to do the work? Note the following suggestions:

1. Let every teacher do all the required work.
2. Use a fair credit system, giving credit for regular, punctual attendance; for systematic giving; for daily study and Bible-reading; for memory work; for neatness and completion in handwork; for Church attendance.
3. Use a departmental honor roll, placing on it the names of all those who have received a mark of ninety per cent or above.
4. Plan for a quarterly exhibit of the Pupils' Books for Work and Study. Invite the parents and friends of the children to be present.
5. Remind the pupils that doing this work is one way in which they may obey the Junior motto, "Be Ye Doers of the Word."

Promotion to the Intermediate Group

If the Closely Graded Lessons are used, when the children are between twelve and thirteen years of age they will have completed the course and will be ready for promotion on the regular annual Promotion Day. If the Departmental Lessons or the Uniform Lessons are used, the girls and boys between eleven and twelve years of age should be promoted each year.

In outlining a basis of promotion, the aim of the work must be considered. The aim of the Junior Graded Lessons is: "To lead the child to become a doer of the Word, and to bring him into conscious relationship with the Lord Jesus Christ as his Saviour." Therefore, a Junior pupil who at twelve years of age has confessed his love for Christ and who shows by his conduct that he is a child doer of the Word, is ready for promotion. It is, however, necessary to know whether he is a doer of the Word. A teacher may gain this knowledge by observing whether or not the pupil does the following: Attends regularly Sunday school and Church; is reverent and obedient; does the work outlined in the Book for Work and Study; serves others.

The work required of the Junior pupil, which may be used as a basis of promotion, includes the following:

Work and study books neat and completed.
Locate, read, tell, and write Bible stories.
Memorize choice hymns, four each year.
Study of maps and map-drawing.
Memorize Psalms 1, 100, 121, and others.
Memorize chapters suggested.
Names of apostles.
Commandments.
Beatitudes.
Doxology.
Missionary characters and hymns.
Temperance mottoes and pledge.
Outline of life of Christ.
Extra honor work.

A Suggested Junior Promotion Service

It is desirable to have a brief service when the diplomas are presented to the Junior graduates. From the memory material arrange some program such as the following:

Theme: Our Bible

1. Story: "How It Came to Us".....Boy
2. Song: "Holy Bible, Book Divine." ("Junior Hymns and Carols.")
3. Scripture Verses: (a) "Blessed are they that hear the word of God, and keep it."
   (b) "Be ye doers of the word, and not hearers only."..... Class
4. Song: "We've a Story to Tell to the Nations." ("Hymnal for American Youth.")
5. Story: "The Birth of Jesus." Luke 2:1-20.....Girl
6. Story: "Jesus' Death and Resurrection." Luke 23:33-56; 24:1-9.....Boy
7. Scripture Verse: "Go ye therefore, and make disciples of all the nations, baptizing them into the name of the Father and of the Son and of the Holy Spirit: teaching them to observe all things whatsoever I commanded you: and lo, I am with you always, even unto the end of the world."..... Class
8. Song: "Thy Word Is Like a Garden, Lord." ("Worship and Song.")
9. Presentation of Diplomas.

CHAPTER VI

Training for the Children's Workers

All those who assist in the work for and with the children of a little Sunday school will need and desire training for their tasks. There are several plans by which such training may be secured:

1. By reading a few good books and using the suggestions made therein as far as they can be adopted or adapted to the peculiar circumstances under which the reader is working.

(a) Books and Magazines for Cradle Roll Workers:

The Cradle Roll Department—Sudlow.
The Cradle Roll of the Church School—Chapin.
The Dawn of Religion in the Mind of the Child—Mumford.
Child Nature and Child Nurture—St. John.
The Cradle Roll Superintendent, Elgin, Illinois.
Babyhood, 1703 Chestnut St., Philadelphia.

(b) Books for Beginners Workers:

Methods for Beginners Workers—Danielson.
How to Conduct a Beginners Department—Lewis.
A Study of Child Nature—Harrison.
Play Life in the First Eight Years—Palmer.
Child Nature and Child Nurture—St. John.
The Unfolding Life—Lamoreaux.
The Pupil and the Teacher—Weigle.
How to Tell Stories to Children—Bryant.

(c) Books for Primary Workers:

The Primary Worker and Work—Thomas.
Play Life in the First Eight Years—Palmer
A Study of Child Nature—Harrison.
The Unfolding Life—Lamoreaux.
Stories and Story-Telling—St. John.
Education by Plays and Games—Johnson.
Methods for Primary Workers—Lewis.

The Use of Motives in Teaching Morals and Religion—Galloway.
The Primary Department—Curtiss.
Missionary Program Material—Ferris.
Graded Social Service for the Sunday School—Hutchins.
Graded Missionary Instruction in the Church School—Beard.
Primary Missionary Stories—Applegarth.
Good Health—Jewett.
Keep-Well Stories for Little Folks—Jones.

(d) Books for Junior Workers:

The Unfolding Life—Lamoreaux.
The Pupil and the Teacher—Weigle.
The Juniors: How to Teach and Train Them—Maud J. Baldwin.
The Junior Worker and Work—Josephine L. Baldwin.
The Teacher and the Child—Mark.
Education by Plays and Games—Johnson.
Stories and Story-Telling—St. John.
Handwork in Religious Education—Wardle.
How to Teach Religion—Betts.
Graded Social Service for the Sunday School—Hutchins.
Things to Make—Hutton.
Missionary Education for Juniors—Hutton.
A Song of Life—Morley.
The King and His Wonderful Castle—Brown.
Junior Missionary Stories—Applegarth.
Nature Study and Life—Hodge.
Dramatization of Bible Stories—Miller.
The Use of the Project Method in Religious Education—Hartley.

2. By visiting other Sunday schools where really good work is being done by trained workers.

3. By studying your denominational teacher-training course. Information in regard to these courses can be secured by writing to any of the denominational headquarters or to the state Sunday-school associations.

4. By attending a community training school if there is one in your community. Ask for information from the county or city Sunday-school association officers.

5. By attending the district, county, state, or pro-

vincial Sunday-school convention, where inspiration, instruction, and community vision will be received.

6. By attending a regular monthly or quarterly meeting of the children's teachers, when all the work of the four groups is carefully studied and prayerfully planned. At such a conference it would be well to consider such topics as these:

(a) The Attendance.
(b) Our Records.
(c) Lesson Problems.
(d) Special Day Programs.
(e) Home Visitation.
(f) Parents' Meetings.
(g) Reading Books for Teachers.
(h) Reading Books for Pupils.
(i) Music.
(j) Handwork and Home Work.
(k) Expressional Activities.

After due consideration of any subject, decide upon the definite forward steps to be taken by each member of the meeting or conference, and proceed with the work.

CHAPTER VII

Coöperation of Parents and Teachers

No matter how small the group of children, nor how difficult it may be to plan for meeting their parents, such a conference of parents and Sunday-school teachers is absolutely necessary if the children are to be provided with a religious home environment which is conducive to emphasizing the impressions received in the Sunday school, and if they are to have afforded them opportunities for the expression of their feelings of love, reverence, and trust in God, and opportunities for loving, obeying, helping, and serving those in the home.

There are several possible ways in which the teachers may confer with the parents. 1. There is the quarterly letter to the home. 2. There is the teacher's visit to the home at least once a quarter. 3. There is the parents' visit to the school at least once a quarter. 4. There is the monthly or quarterly meeting of the parents and teachers. 5. There is the parents' class meeting at the regular Sunday session of the school.

1. If the quarterly letter is the only way in which it is possible to tell the parents what is happening in the various groups or departments, and to outline for them their part in making the work count very much as a help to the pupil in building character, use it by all means. Make it brief, courteous, clear, spiritual. Let it report the work of the pupil for the past quarter; outline the plans for the coming quarter; and ask for the definite aid needed at once. Make each letter personal and keep in mind the child to whose parents it is going.

2. If the only opportunity for conferring with the parents is by a visit to the home, then let the teacher note the following: Be sure to go at a time when both father and mother will be at home. This can be arranged by making a definite appointment beforehand. Prepare an outline of what is desirable to tell the parents of what the teacher would like the parents to tell her, and of how the teacher would like the parents to help John or Mary during the next quarter. Among the things it might be desirable to tell the parents are: The necessity for the child's regular, punctual attendance; the value of home work; the meaning of the Sunday program; the coming observance of any special day; the plan for learning the new song; the way to help the pupil to live the truths taught on Sunday during the following week. Among the items the teachers would like to have the parents tell them might be: An explanation of some characteristic or limitation of the child; a statement of how they feel the teacher might help them most in developing their child's religious life; some facts in regard to the child's play life, and also in regard to the effect of what he or she learns in the Sunday school upon the life at home and at day school; information in regard to the child's offering for the Sunday school. Among the things the teachers might wish the parents to do the next quarter might be: Send the child to Sunday school regularly and on time; report any illness; read the lesson stories to the pupil or have him read the stories to them; encourage him to do home work and handwork; help him to relate deeds to religious truths taught him; tell him Bible stories; sing over with him the Sunday-school songs; lead him to pray in a child's trusting way; train him to be obedient, truthful, courageous, reverent. There is no need to say that such a visit made in His name and in a prayerful, loving spirit, would mean much to the pupil and to the teacher.

Every teacher who reads the outline will know this to be true.

3. If the only opportunity for conferring with the parents is when they visit the Sunday school, then be ready to give and get all the above information possible. Explain to them briefly the meaning of the service and later ask for the home coöperation outlined on a sheet of paper which could be prepared for such visitors.

4. If a monthly parents'-teachers' meeting can be held six or eight times in the year, there will be afforded fine opportunities for real coöperation on the part of the parents and teachers. Call the parent to an informal, initial meeting and decide the number of meetings, the place of meeting, the time of meeting, and finally the programs and leaders for the meetings. The most important thing will be to appoint one or more competent, reliable persons to act as Membership and Program committees, so as to insure the presence of the members at the meetings and to provide a worth-while, helpful program. The topics for the meetings may include: An Explanation of the Program and Lessons Used in the Different Sunday-School Groups; Children's Readings; Nature Lessons and Gardens; Happy Sundays in the Home; Motion Pictures; The Father's Responsibility; Rainy-Day Occupations; Good Reading for Parents. The American Home Series of pamphlets, published by The Abingdon Press, Cincinnati, furnishes fine program material.

5. If a Parent-Training Class can meet at the regular Sunday session, then ask the teacher to plan for the use of some good textbook such as St. John's "Child Nature and Child Nurture" or Mumford's "The Dawn of Religion in the Mind of the Child" or Weigle's "Hints on Child Training." Once a quarter one of the teachers of the children should speak to this class on "Coöperation with the Children's Leaders," and outline what is

expected in the way of coöperation during the following quarter.

None of these ways may seem feasible in some localities and under certain conditions, but "where there is a will, there is a way," and certainly some way should be found to arrange for anything so vital as coöperation between the parents and teachers of the children who attend the little Sunday schools.

Sample Program for a Mothers' or Parents' Teachers' Meeting

1. Devotional Service. (Scripture reading may include some passage about a Bible mother.)
2. Hymn.
3. Address. Talk by a mother or the superintendent of the Cradle Roll or by the teacher of the Beginners or Primary or Junior group, or by an educational leader of the community.

The following topics, and others similar to them, would be helpful:

Unconscious Influences.
The Physical Welfare.
The Father's Part in the Training of the Child.
Training the Child in Unselfishness.
Our Duty to Other People's Children.
Play and Character Building.
Fear and Its Effect Upon Character.
The Children's Songs and Games.
Training the Child to Obey.

Or, a chapter review from some good book would be interesting. Such books as the following may be reviewed:

A Study of Child Nature—Harrison.
Child Nature and Child Nurture—St. John.
The Dawn of Character—Mumford.
Misunderstood Children—Harrison.
How to Teach Religion—Betts.

Open discussion should follow the talk or review. A good plan is to inclose in the invitations to the mothers or parents a typewritten list of questions on the topic, that they may be thinking over their own problems and how they solved them. Or, ques-

tions may be written on the blackboard and read by the leader of the discussion.

Or, a story is always enjoyable. Stories for children which the mothers or parents may retell, should be told. A public-school teacher or librarian is often available. The following books will be helpful:

The Shepherd of Us All—Stewart.
Tell Me a True Story—Stewart.
For the Children's Hour—Bailey.
Stories for the Littlest Ones—Bryant.
Old Stories of the East—Baldwin.

4. Social Hour. One Cradle Roll superintendent provides "handwork" for mothers. A scrapbook is made by each mother, who thus has the pleasure of pasting in her book the suggested stories, prayers, and songs. Games may follow the social. The games played should be those which are helpful and delightful to children of all ages.

Note: If the Parents'-Teachers' meeting is organized and meets regularly, then insert a business item immediately after the devotional service, and let this include the minutes of the last meeting, the treasurer's report, and any business, old or new, which should be discussed.

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